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|  | 4 | 3 | 2 | 1 |
| **Objective** | Focused; stated in language of standards; includes learning targets and students reflecting on where they are | Focused; stated in language of standards | Somewhat focused; mostly connected to standards | Unfocused; not connected to standards |
| **Pre-Assessment** | Clearly makes connections to previous learning; clearly and effectively supports scaffolding during lesson and differentiated assignments | Makes connections to previous learning; supports scaffolding during lesson and differentiated assignments | Makes some connections to previous learning; supports some scaffolding | Makes little or no connection to previous learning; little or no scaffolding |
| **Questioning** | Pre-planned - addresses DOK Levels and appropriate scaffolding to raise rigor | Pre-planned - addresses DOK Levels | Pre-planned – may address DOK levels | Some questions – does not address DOK levels |
| **Promoting Classroom Discussion** | Effectively implements various strategies to promote classroom discussions in groups and whole class | Implements strategies to promote classroom discussions | Implements some strategies to promote discussions | Implements little or no strategies to promote discussions |
| **Formative Assessment** | Implements various, effective and creative formative assessments appropriately throughout lessons to monitor student learning and check for understanding | Implements effective and formative assessments appropriately throughout lessons to monitor student learning and check for understanding | Implements some formative assessments throughout lessons to monitor student learning and check for understanding | Implements little or no formative assessments throughout lessons to monitor student learning and check for understanding |
| **Summative** | Creates a summative assessment that is rigorous and scaffolded, allowing for multiple entry points; includes specific rubric addressing standards and learning objective | Creates a summative assessment that includes specific rubric addressing standards and learning objective | Creates a summative assessment with a generalized rubric or no rubric | Does not create a summative assessment or rubric |
| **Connection to Danielson** | Explicitly makes specific connections to 3b and 3d; clearly provides evidence and effectively justifies addressing 3b and 3d | Provides evidence and justifies addressing 3b and 3d | Provides some evidence and justifies addressing 3b and 3d | Provides little or no evidence and does not effectively justify addressing 3b and 3d |

**EDD 690 Final Rubric**

**Spring 2015**